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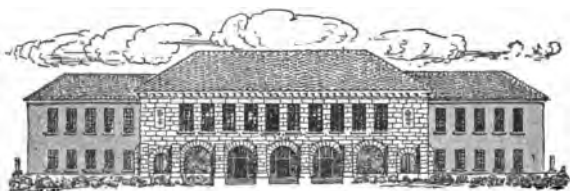


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# LIPPINCOTT'S HORN-ASHBAUGH SPELLING BOOK



PART TWO  
GRADES V TO VI



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# LIPPINCOTT'S HORN-ASHBAUGH SPELLER

FOR GRADES ONE TO NINE

BY

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PART TWO

GRADES V AND VI



DEPARTMENT OF  
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# I-IX EDITION

## NUMBERS OF NEW WORDS BY GRADES

	Minimum	Supplementary
Grade I . . . . .	150	
" II . . . . .	340	
" III . . . . .	528	80
" IV. . . . .	620	80
" V. . . . .	620	40
" VI. . . . .	640	80
" VII. . . . .	600	60
" VIII. . . . .	500	240
" IX. . . . .	340	20
Total . . . . .	4,338	600

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## PREFACE

It is the intention of the authors to include sufficient discussion and directions to teachers so that this book may be taught with the highest possible degree of efficiency. Under general directions to teachers will be found a discussion of those points which concern all teachers regardless of grade. In addition, preceding the word list for each grade will be found supplementary directions to aid the teachers in facing the problems peculiar to that grade.

Special attention is called to the elaborate provision for making the pupil intelligent and responsible in his attack on his own spelling problems. This result is achieved by the testing plan which discovers to the pupil his deficiencies; by the standard scores which enable him to compare his accomplishment with that of other children; by the efficient method of study which is provided; and by the unusually rigorous follow-up work given in the review lessons. The authors therefore present this book to the pupils and teachers of the United States as a contribution to the solution of the problem of developing a nation of good spellers.

THE AUTHORS.

DECEMBER, 1920.





# LIPPINCOTT'S HORN—ASHBAUGH SPELLER

## GENERAL DIRECTIONS TO TEACHERS

**How the Teaching of Spelling May be Improved.**—The teaching of spelling may be improved in three ways: first, by selecting a better list of words for the pupil to study; second, by placing before the pupils of each grade the words that are most appropriate for them; and third, by introducing economical procedures in learning. The first is the problem of the course of study; the second, the problem of grading; and the third, the problem of method.

**The Vocabulary.**—To solve the first problem one must insure that the pupils will study all words they are likely to use in life outside the school. One must also insure that the pupils' time will not be wasted through their being required to learn words which they will never use. This problem has been solved for you by the authors of the text. The vocabulary of these lessons is taken from a compilation which Dr. Horn has made of 11 investigations of the words most commonly used in writing letters, and from a study of the words used in keeping minutes. These investigations represent the careful analysis of nearly a million running words. If you will analyze one letter, you will see what a very great amount of work these investigations have required. It seems very unlikely that any word commonly and frequently used should have been overlooked in all of these investigations.

These studies contain all of the information which is available at the present time concerning what words are likely to be used in adult writing. Accordingly, there is no word in this speller which has not been reported in one or more of these investigations. In addition, this vocabulary has been carefully

compared with all of the other types of reading and writing vocabularies.

Among these are the studies of children's themes, such as those by Jones, by the teachers of New Orleans, Kansas City, and Richmond, Virginia; the compilation of reading vocabularies by Thorndike, aggregating over 3,000,000 running words; and with Dr. Horn's compilation of studies of the spoken vocabulary of children, aggregating nearly 200,000 running words. No word has been taken from these studies which did not occur in the investigations of the vocabulary of personal and business letters. On the other hand, these studies showed quite clearly that the words found as the result of the analysis of nearly a million running words of correspondence and minutes are really basic in any writing vocabulary.

If you will examine the book, you will see that most of the lessons are numbered with arabic numerals. These lessons contain the words found to be used most frequently. You will notice, also, that beginning with grade three there are in each grade supplementary lessons, marked S-1, S-2, etc. These lessons include additional words which are somewhat less frequently used. The supplementary lessons are distributed by grades, so that pupils who finish the minimum work for any grade will have additional lessons to study for the remainder of the year. However, before undertaking these supplementary lessons, the teacher should make sure that her pupils have learned thoroughly the minimum list which contains the important words.

**Plan of Review.**—The provision for the complete elimination of spelling errors is particularly efficient and thoroughgoing. Not only are those words which most commonly give difficulty arranged for, but the method of testing insures that each pupil will eliminate his own peculiar errors. No pains have been spared to obtain this thoroughness without wasting the pupils' time in mere routine review.

During the week in which each lesson is taught for the first time, each pupil is tested three times on every word in the lesson.

He spends his time in concentrated attack on the words which have given him difficulty. One month later this lesson is given as a test, and the words missed by each pupil re-learned by him. At the end of the week this lesson is again given as a test.

In addition, at the beginning of each grade above the first, the words which have been previously taught, but which according to Doctor Ashbaugh's investigation still give difficulty, are thoroughly reviewed. Finally, in the seventh grade, the words which are most frequently missed by grammar grade pupils are given additional review.

It must be kept in mind that these reviews are not haphazard, nor are they a matter of guesswork. Each review list is made up on the basis of the most careful scientific study of persistent errors.

**Grading.**—The lessons in each grade are those which the pupils in that grade may most profitably study. The words have been graded in the following manner: On the basis of Doctor Horn's compilation of correspondence vocabularies, all of the words now contained in both minimal and supplementary lists were ranked according to the frequency of occurrence in these studies. On the basis of Doctor Ashbaugh's study of the difficulty of these words in the various grades, the words were arranged in order of ease of spelling. With these two sources of data, the lessons are arranged so that in general the easiest words and those most commonly and frequently used are placed in the lower grades. In addition, on the basis of scientific analysis of the vocabulary of first, second, and third readers, the authors determined which words occurred most often in these readers. The words included in the lessons for the first three grades are not only easy and fairly common, but are found also in popular readers of the grades in which they are placed. For example, the word "and" was found 27,248 times in the various investigations upon which the book is based; and it is misspelled by but four second grade children out of a hundred. It also occurs in every one of ten commonly used first readers. Since it is one of the very commonest words, is easy to spell, and is found in all

first readers, it is placed in the first list in the book. In a similar way every lesson in the first three grades has been a matter of computation. The lessons in grades above the third have been made in the same careful fashion, except that occurrences in readers were not taken into consideration. It is clear that the lessons increase gradually in difficulty in each successive grade, and that a pupil who is forced to leave school at the end of grade six or seven will have learned the words which he is most likely to need in writing.

**Standard Scores.**—By means of standard errors at the close of each lesson, the pupils and teachers may compare results with those of other grades and with those obtained in the country at large. These standards were taken from the Ashbaugh Scale and from a supplementary study conducted by Doctor Ashbaugh and Doctor Horn to determine the standards for words not included in the original scale. It must be kept in mind that these standard errors are high, being the result of the present unfavorable conditions of the teaching of spelling in the country at large. They are used merely for the purpose of comparison. The ideal to keep before your class is that they should learn their lessons so that they will not misspell a single word, but this ideal is intensified by the use of the standard errors.

**How to Teach the Lesson.**—Four points must be kept in mind as more important than any others:

1. The teacher must test her pupils on *each* lesson before they begin to study.
2. Each pupil should study only the words which he misspelled on the test.
3. He must be taught an economical method of study.
4. He must see clearly what progress he is making.

Detailed suggestions for teaching the lessons are given in the paragraphs which follow. These suggestions are based upon the investigations reviewed by Doctor Horn in the Eighteenth Yearbook of the National Society for the Study of Education. The method has been tried out thoroughly in public school classrooms, and has proved uniformly successful. Teachers are

urged to follow it as closely as possible. If, however, the teacher prefers another method of study, she may use it. The book may be used with any method.

**Getting Started Right.**—The first few lessons may well be spent in systematizing class procedure and teaching pupils how to study a spelling lesson. Begin by pointing out the importance of spelling. Give cases, if possible, where people have been discredited because of spelling errors in letters. Discuss with the class how the words in this book were selected, how the standard errors at the close of each lesson were secured, and how the method of study was determined. The pupils may now be introduced to the procedure which will be used in conducting the spelling class, and to the method of study.

**Teaching Pupils How to Work.**—Many teachers have found the following procedure very satisfactory. Have the pupils open their books at the first lesson for their grade. Explain to them that a great many men have spent much time and money in finding out the best way to learn to spell, and that the method which is to be used is based on what these men have recommended. Have the class read the directions to pupils given on pages xiv-xvi. After the directions have been read, have several pupils summarize them. When you have made sure that the class has the main points clearly in mind, the actual work of habituating the method may be begun. The first few lessons in each term should consist of practice in the method of study. This practice should be continued until you are satisfied that the pupils understand thoroughly how to go about their work. Remember that even though teachers in the preceding grades are using the method, there may be pupils in your grade who are new to the system, as well as some who have forgotten how to study. From the nature of the method, it is easy to detect any child who is not using it. Insist that the correct method be used from the outset. As soon as the pupils have learned the method of study, the regular work of learning the lessons may begin.

**How the Lessons Should be Taught.**—The lessons are planned to be completed in a week. A week's work, therefore,

consists of twenty new words and twenty review words except in grade one, where the week's work consists of ten new words and ten review words. The following schedule is recommended.

**Monday.**—The first step in teaching a lesson is an exercise in pronunciation. Have the pupils open their books at the advanced lesson. Pronounce each word, enunciating the syllables very distinctly. Each word which in your judgment is not understood by the class should be used in a sentence. All homonyms should be so used. Have the pupils pronounce each word after you in concert, enunciating the syllables very distinctly. Insist on careful pronunciation on the part of every pupil.

This exercise precedes the spelling test because of the importance of pronunciation in the method of study, and because of the probability that this initial attention to the correct form of the word is desirable. Since the pupils undoubtedly learn something as a result of this exercise, they may be expected to make somewhat better scores than those given in the book. These scores are the results of tests given without such a preliminary exercise in pronunciation.

After all the words have been pronounced, have the pupils close their texts and prepare papers for a written test. This test will include the new lesson. It may be written on any sort of paper, the words being written in columns of twenty to correspond to the arrangement of the words in the book. Pronounce each word once only. Pupils should write the words without hesitation. No alterations in the first attempt at spelling the word should be allowed.

After the words have all been dictated, have the pupils exchange papers for the purpose of correcting. Be sure that each pupil understands that he is marking his neighbor's paper, so that errors which have been made may be corrected. Instruct the class to mark a word wrong if it is misspelled, if it cannot be read, or if any change in the first attempt at spelling has been made. Be sure that each pupil understands that, until he is able to write a word correctly the first time, he has not sufficiently learned it.

The words may be corrected on the basis of the teacher's oral

spelling or by the book. Each word found to be misspelled should be marked wrong by placing after it an X.

When the papers have been returned to the owners, each pupil should write the correct form of the words which he has misspelled. The words missed on the test will constitute his task for the week.

**Tuesday.**—On Tuesday the pupils study, each working on his own errors and using the method recommended under directions to pupils. Pupils who made no errors on the test may be excused from this study period, but not from the succeeding test. It frequently happens that a pupil will spell a word correctly on one test and misspell it on a following test.

The teacher should closely supervise the pupils' study in order to insure that proper methods of learning are used. She may also help to direct the work of those who, having made no errors on the preceding test, have been allowed to undertake some other task. The class should not be tested on this day.

**Wednesday.**—Test on the new and on the review lesson. This review lesson should consist of a lesson taught one month before. Since the first four lessons in each grade are made up of words taught in the preceding grade, these may well be used for the first month as review lessons. The words may be corrected and the errors recorded as on Monday. Compare the number of errors made on this test with those made on the preceding test. This comparison will show the pupil what progress he has made. The remainder of the period may be spent in studying the words missed on this test.

**Thursday.**—Study as on Tuesday.

**Friday.**—Test on the new and on the review lesson, correct the papers as on Monday, and spend the rest of the period studying the errors made on this final test. Compare the number of errors made on this test with the number made on the first and second tests. The comparison gives the child a measure of accomplishment for the week. The teacher should check this day's papers in order to have an accurate record of the status



of the pupils at the close of the week's work. Many teachers have found it helpful to keep a chart of progress on the blackboard.

**Individual Instruction.**—It is clear from the preceding directions that the method of learning and the class administration are intended to insure that each pupil will learn those words which give him difficulty, and that he will, at the same time, progress at his own rate. With the possible exception of the fact that only the commonly used words are taught, this is the most important provision in the book.

**The Spelling Notebook.**—Each pupil should keep in a notebook the corrected forms of all words misspelled by him in spelling tests or in other school subjects. These are his individual demons. The teacher should supervise this record with care. Proper study of this material will awaken a "spelling conscience" and will establish an efficient link between spelling as a separate study and spelling as related to his other studies.

**The Problem of Interest.**—Teachers who have used the method which is here recommended have been unanimous in reporting not only that the pupils learned more rapidly, but also that they worked with greater enthusiasm. This increased interest is secured without any use of soft pedagogy. It comes from several sources. First, the pupils know that the words in the book are those most commonly needed in writing. Second, the pupils quickly see the advantage of centering their efforts on words which they have actually missed. Third, by means of standard scores they are enabled to compare their spelling ability with that of children in other parts of the country. Fourth, they can see what they are accomplishing. Fifth, these provisions make possible the joy which comes from doing vigorously and thoroughly a clean-cut task that needs to be done. These are the interests which appeal to sensible men and women in life outside the school, and they have proved sufficient for children. Many attempts have been made to substitute devices for these wholesome and fundamental interests. Such attempts not only fail in their purpose, but actually distract the child's

mind from the work he has to do. Sugar-coating inevitably destroys the child's appetite for healthy vigorous work.

**Tests.**—A fundamental thesis in testing the efficiency with which a given teacher or class has worked is that the pupils should be tested before and after study upon the task assigned to be done. In spelling this means that the test words, both at the beginning and at the end of a term, should be chosen from the lessons which are assigned to be learned during that term. It is manifestly unfair to test the efficiency with which a class has worked by dictating words which they have not studied. Since the words in this study are of approximately equal difficulty, tests may readily be made from a sampling of 50 words from the various lessons to be learned during the term. The standards will of course be obtained from the standards at the bottom of the lessons from which the words are chosen. If words are taken from any standard scale only those words should be taken which appear in the assignments for that term.

### **DIRECTIONS TO PUPILS**

**Why These Words Should be Studied.**—One of the ways by which people judge the writer of a letter is by the presence or absence of spelling errors. Often a young man or young woman has failed to obtain a desirable position because of spelling errors in a letter of application. Even in the ordinary friendly letter, spelling errors make a bad impression. The words which you are to learn from this spelling book are the words which people most frequently use in writing letters. Thousands of letters were read, and each word found was recorded. This book, therefore, contains the words most commonly used in writing, and does not contain any word which has not been found in letters.

**How to Learn the Words.**—The first step in the study of each lesson will be an exercise in pronunciation. Your teacher will pronounce each word for you. Look at your book closely, noticing each syllable as she pronounces it. When the teacher asks you to pronounce the word after her, look at each syllable closely as *you* pronounce it.

The second step in learning the lesson is the test. Write each word as plainly as you can and without hesitation. The purpose of this test is to see whether or not there are any words in the lesson which you cannot spell. The words which you cannot spell will be your work in spelling for the week.

If your teacher asks you to exchange papers for the purpose of correcting them, be sure to do your work very carefully. If you fail to mark a word wrong that has been misspelled, the pupil whose paper you marked will not be able to know that the word should be studied, and so will suffer an injury. On the other hand, it will be very confusing if you mark a word wrong which is really correct. Mark any word wrong that you cannot easily read; also any word if a letter has been written over or a change made. Remember that the purpose of the test is to find out which words need to be studied. The grades of the pupil whose papers you correct are not affected in any way by your marking.

**The Meaning of "The Standard Number of Errors."**—The words in this book have been given to a great many children in each grade in a number of cities. In that way it was possible to find out the number of errors which children of each grade ordinarily make. If you will compare the number of errors which you make on the test with the number of errors at the bottom of your lesson, you will be able to see how your spelling compares with that of pupils in other parts of the country.

**How to Learn to Spell a Word.**—A great many men have spent much time and money in finding out for you the best way to learn to spell. The directions which follow are based on what these men have discovered.

1. The first thing to do in learning to spell a word is to pronounce it correctly. Pronounce the word, saying each syllable very distinctly, and looking closely at each syllable as you say it.

2. With closed eyes try to see the word in your book, syllable by syllable, as you pronounce it in a whisper. In pronouncing the words, be sure to say each syllable distinctly. After saying the word, keep trying to recall how the word looked in

your book, and at the same time say the letters. Spell by syllables.

3. Open your eyes, and look at the word to see whether or not you had it right.

4. Look at the word again, saying the syllables very distinctly. If you did not have the word right on your first trial, say the letters this time as you look sharply at the syllables.

5. Try again with closed eyes to see the word as you spell the syllables in a whisper.

6. Look again at your book to see if you had the word right. Keep trying until you can spell each syllable correctly with closed eyes.

7. When you feel sure that you have learned the word, write it without looking at your book, and then compare your attempt with the book to see whether or not you wrote it correctly.

8. Now write the word three times, covering each trial with your hand before you write the word the next time, so that you cannot copy. If all of these trials are right, you may say that you have learned the word for the present. If you make a single mistake, begin with the first direction and go through each step again.

9. Study each word by this method. Take special pains to attend closely to each step in the method. Hard and careful work is what counts.

**Take Pains with Your Spelling in all Writing.**—Take pride in having your compositions and letters free from spelling errors. When you are in the slightest doubt as to how to spell a word, look it up in the dictionary before you write it. When you have found the word in the dictionary, learn it by the method by which you study your regular spelling lessons. In a similar way, if you do make a mistake in spelling in your compositions, learn the word which you misspelled by this same method.

**Reviews.**—"When, after learning a word, you miss it in the monthly review, you should study that word with special care and with the determination not to miss it again. The fact that you miss it on the review lesson probably means that you

will continue to miss it unless you take special pains to learn it thoroughly."

"Words missed on the monthly or yearly reviews are of special significance. It means that they probably have, for the pupils who miss them, some peculiar difficulty. Both the teacher and the pupils must therefore regard the review lessons as a matter requiring a most rigorous attack."

**Notebook.**—Keep a spelling notebook. Whether your teacher requires it or not, you will find it very much worth while to keep a spelling notebook. In this you should record all words missed on any test or in compositions which you write. If you find that you are frequently missing a word, write it in a special list and review it frequently.

# **FIFTH GRADE**

## **DIRECTIONS TO FIFTH GRADE TEACHERS**

The minimum lessons for this grade are numbered from 1 to 32, and contain 620 new words of the minimum list. The lessons marked R-1, R-2, R-3, R-4, are made up of words from the fourth grade lessons which are most frequently misspelled by fifth grade children. In addition to these eighty review words, there is one review lesson containing homonyms. There are also two supplementary lessons made up of words which are new but which are not so commonly used as those in the minimum list. As in preceding grades, these supplementary lessons are introduced in order to afford additional work for classes which finish the regular lessons before the end of the year. There are also two lessons containing names of the months, days of the week, and certain abbreviations.

**Directions for Teaching.**—Read carefully the suggestions on pages vii to xvi. Read also the suggestions to teachers of the first four grades. See to it that your pupils attack their lessons in an aggressive manner. The pupils in grade five do considerable work in written composition, so it will be well to watch very closely the errors made in such work. Have the pupils learn all words misspelled in their written work, using the same method as in their regular spelling lessons.

Remember that the lessons are arranged by weeks rather than by days. The work for each week consists of one advance column and one review column. The review column in each case is the fourth column preceding the advance work. That is, it is made up of a week's work one month old. For example, column 5 contains 20 new words to be learned in one week. During the same week, column 1 should be reviewed. The lesson for the first week consists of column 1, which is the advance lesson, and of column R 1, which is the review.

<b>R-1</b>	<b>R-2</b>	<b>R-3</b>	<b>R-4</b>
running	joined	wrong	broad
legal	tax	anyway	cleaned
mental	chapter	greater	eighty
process	dread	hurt	everybody
booster	farther	junk	froze
rural	fully	o'clock	fruit
manual	idea	ordering	granted
straight	inspect	anyhow	kindest
enroll	jar	blew	lamb
mamma	kitchen	chain	leaf
rainy	knowing	enclosed	liberty
owe	dealing	circus	living
French	expert	gallon	Mrs.
largely	frozen	greeting	neat
cedar	guess	opening	ocean
together	moment	noisy	officer
term	reached	retail	pencil
busy	remind	worm	pretty
gain	serve	afterward	program
intend	valued	among	provided

**Standard Number of Errors**

IV. 13  
V. 8  
VI. 5

IV. 8  
V. 4  
VI. 2

IV. 8  
V. 4  
VI. 2

IV. 7  
V. 3  
VI. 2



1	2	3	4
acting	charming	copy	shed
Bible	chum	wait	birth
closer	clever	edge	speed
crib	colt	won	odd
depending	drilling	brace	mass
glasses	earning	beef	youth
grandfather	flesh	enjoy	fuel
maple	formed	joke	worse
overlooked	globe	favor	hare
painted	hardware	until	loud
pending	joyful	peace	jaw
planted	lighting	reply	main
posted	likewise	frame	wage
printer	loaded	rough	tread
renting	lucky	family	score
stranger	painter	slipper	scale
tested	reaching	wishes	cure
trained	respond	united	rye
whereby	rod	nerve	graze
candle	sash	caused	creep

## Standard Number of Errors

IV. 5  
V. 2  
VI. 1

IV. 7  
V. 3  
VI. 2

IV. 7  
V. 3  
VI. 2

IV. 8  
V. 4  
VI. 2

# **FIFTH GRADE**

**45**

<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>scare</b>	<b>sore</b>	<b>diner</b>	<b>sewing</b>
<b>fifth</b>	<b>gas</b>	<b>burst</b>	<b>steady</b>
<b>hers</b>	<b>says</b>	<b>listen</b>	<b>dirty</b>
<b>ease</b>	<b>whom</b>	<b>powder</b>	<b>ivory</b>
<b>scrap</b>	<b>union</b>	<b>pitcher</b>	<b>turned</b>
<b>dose</b>	<b>women</b>	<b>voice</b>	<b>eager</b>
<b>throw</b>	<b>stuff</b>	<b>linen</b>	<b>bridge</b>
<b>tried</b>	<b>crazy</b>	<b>built</b>	<b>freeze</b>
<b>checks</b>	<b>tired</b>	<b>fixed</b>	<b>narrow</b>
<b>hasten</b>	<b>force</b>	<b>penny</b>	<b>refuse</b>
<b>chore</b>	<b>habit</b>	<b>liked</b>	<b>strike</b>
<b>notes</b>	<b>piano</b>	<b>taught</b>	<b>insist</b>
<b>scrub</b>	<b>cough</b>	<b>rapid</b>	<b>seemed</b>
<b>seems</b>	<b>nurse</b>	<b>finest</b>	<b>caught</b>
<b>Ave.</b>	<b>raise</b>	<b>dairy</b>	<b>valley</b>
<b>finds</b>	<b>ought</b>	<b>loyal</b>	<b>comply</b>
<b>bulbs</b>	<b>extra</b>	<b>devil</b>	<b>weary</b>
<b>grit</b>	<b>appear</b>	<b>organ</b>	<b>reduce</b>
<b>dodge</b>	<b>fourth</b>	<b>await</b>	<b>showed</b>
<b>weekly</b>	<b>button</b>	<b>blessed</b>	<b>angry</b>

## **Standard Number of Errors**

**IV. 8**  
**V. 4**  
**VI. 2**

**IV. 8**  
**V. 4**  
**VI. 2**

**IV. 8**  
**V. 4**  
**VI. 2**

**IV. 8**  
**V. 4**  
**VI. 2**

9	10	11	12
admire	needed	placing	eighteen
bundle	bottom	reaches	northern
runner	figured	somebody	thirteen
sentence	comfort	movement	amounting
shadow	throat	informed	withdraw
insure	stating	handsome	including
friendly	surface	inviting	industry
papered	foolish	contained	breaking
circle	carried	English	post-office
gaining	message	helpful	homestead
cooler	central	improved	workmanship
Easter	helped	changing	housekeeping
boiler	active	checking	handled
elbow	shoulder	intended	inclosing
enlarge	closing	visited	returning
formal	opened	dealings	settlement
regain	played	stamped	nevertheless
bracelet	covered	watching	language
amounts	damage	anybody	hereafter
charged	quickly	pavement	production

## Standard Number of Errors

IV. 8  
V. 4  
VI. 2

IV. 8  
V. 4  
VI. 2

IV. 8  
V. 4  
VI. 2

IV. 8  
V. 4  
VI. 2

<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
<b>picnic</b>	<b>directed</b>	<b>detail</b>	<b>perfect</b>
<b>taxes</b>	<b>fitting</b>	<b>action</b>	<b>capital</b>
<b>raising</b>	<b>flavor</b>	<b>ladies</b>	<b>misplaced</b>
<b>repeat</b>	<b>products</b>	<b>latter</b>	<b>writing</b>
<b>cheaper</b>	<b>disposed</b>	<b>manage</b>	<b>subject</b>
<b>decline</b>	<b>recovered</b>	<b>parlor</b>	<b>furnish</b>
<b>lowest</b>	<b>discovered</b>	<b>degree</b>	<b>instead</b>
<b>cutting</b>	<b>checked</b>	<b>useful</b>	<b>advance</b>
<b>stopped</b>	<b>needle</b>	<b>reason</b>	<b>handling</b>
<b>proven</b>	<b>cheerful</b>	<b>season</b>	<b>daughter</b>
<b>latest</b>	<b>eleventh</b>	<b>writer</b>	<b>chairman</b>
<b>setting</b>	<b>deeply</b>	<b>second</b>	<b>requested</b>
<b>conduct</b>	<b>feeder</b>	<b>record</b>	<b>mountain</b>
<b>dancing</b>	<b>German</b>	<b>notice</b>	<b>potatoes</b>
<b>devoted</b>	<b>prevented</b>	<b>direct</b>	<b>answered</b>
<b>studies</b>	<b>suffering</b>	<b>cousin</b>	<b>contract</b>
<b>hence</b>	<b>crowded</b>	<b>enjoyed</b>	<b>treatment</b>
<b>skating</b>	<b>coasting</b>	<b>explain</b>	<b>delightful</b>
<b>drafts</b>	<b>divide</b>	<b>married</b>	<b>delivered</b>
<b>clearly</b>	<b>shower</b>	<b>highest</b>	<b>answering</b>

**Standard Number of Errors**

**IV. 8**  
**V. 4**  
**VI. 2**

**IV. 8**  
**V. 4**  
**VI. 2**

**IV. 8**  
**V. 4**  
**VI. 2**

**IV. 8**  
**V. 4**  
**VI. 2**

17	18	19	20
sew	ordered	though	import
deer	factory	during	changes
join	middle	enclose	builder
daily	lonesome	address	mistake
crime	placed	perhaps	baseball
ranch	breakfast	providing	suitable
public	postal	ashamed	relations
color	beaten	cottage	appoint
field	extend	already	department
cheap	awaiting	express	nearer
prove	package	Saturday	months
chest	history	greatest	expect
waist	obtain	delighted	preach
graft	square	shipment	proved
known	finished	painting	cheese
judge	fifteen	pleasure	sleepy
settle	waiting	trouble	frankly
woman	invite	several	prices
dealer	orange	training	poultry
health	require	slippery	writer's

## Standard Number of Errors

IV. 8  
V. 4  
VI. 2

IV. 8  
V. 4  
VI. 2

IV. 8  
V. 4  
VI. 2

IV. 10  
V. 5  
VI. 3

21	22	23	24
buyer	begun	length	ribbon
proof	buggy	normal	adjust
spare	sleet	barrel	notion
apply	topic	begged	quoted
bluff	chose	submit	unpaid
waste	admit	borrow	employ
coach	slept	barley	winner
honor	upper	weight	famous
claim	credit	bigger	gained
ample	attend	collar	recess
lodge	supply	gotten	served
blaze	result	object	namely
level	secure	sleeve	sorrow
aware	couple	debate	misses
filing	advice	animal	voting
shock	dainty	cities	agreed
owned	profit	beauty	offers
actor	regret	lonely	artist
worst	permit	beyond	factor
acted	buying	loving	recite

**Standard Number of Errors**

IV. 10  
V. 5  
VI. 3

IV. 10  
V. 5  
VI. 3

IV. 10  
V. 5  
VI. 3

IV. 10  
V. 5  
VI. 3

25	26	27	28
points	truly	bond	lbs.
roast	account	sign	bulk
soak	feel	fee	Tues.
thumb	quite	quit	germ
warn	regard	view	solo
bathe	suppose	aid	local
blouse	advise	loss	skirt
cloud	to-morrow	diet	worry
friends	desire	fund	pupil
gorge	further	text	quiet
plait	enclosing	aim	break
stew	question	base	owner
strain	acre	grip	fever
stroll	balance	duet	owing
wealth	else	film	shown
guard	hoping	gravy	crowd
juice	except	limb	model
kegs	statement	lazy	touch
lease	minute	bowl	weigh
stitch	oblige	knot	clerk

## Standard Number of Errors

IV. 9  
V. 5  
VI. 3

IV. 10  
V. 5  
VI. 3

IV. 10  
V. 5  
VI. 3

IV. 10  
V. 5  
VI. 3

29	30	31	32
saddle	husband	deserve	Sunday
fitted	parties	illness	Monday
insert	putting	neglect	Tuesday
backed	invoice	reduced	Wednesday
baking	obliged	sitting	Thursday
struck	evident	stories	Friday
forward	product	excited	Saturday
against	matters	letting	January
written	climate	breathe	February
machine	primary	needing	March
careful	delayed	offices	April
student	fashion	captain	May
greatly	rapidly	per cent	June
quarter	noticed	blossom	July
correct	plainly	fullest	August
lecture	elected	renewed	September
holiday	butcher	serving	October
include	example	silence	November
pattern	reserve	uniform	December
measure	soldier	although	Christmas

Standard Number of Errors

IV. 10  
V. 5  
VI. 3

IV. 10  
V. 5  
VI. 3

IV. 10  
V. 5  
VI. 3

IV. 5  
V. 2  
VI. 1



# 52 SUPPLEMENTARY LESSONS—FIFTH GRADE

33	34	S-1	S-2
Sun.	sore	fireman	acres
Mon.	needed	solve	argue
Tues.	main	stable	border
Wed.	weigh	starve	mason
Thurs.	weight	stiff	acid
Fri.	freeze	stingy	navy
Sat.	grip	switch	civil
Jan.	birth	tablet	harm
Feb.	won	undo	false
Aug.	sewing	unpack	acute
Sept.	base	verse	deny
Oct.	break	grocer	shove
Nov.	prize	whisper	envy
Dec.	peace	clothes	feat
Co.	waste	drawing	shout
Dr.	shown	happens	attic
Mr.	waist	pretend	voted
Mrs.	fourth	groom	silent
St.	capital	olive	shave
Ave.	wait	launch	veal

## Standard Number of Errors

IV. 5  
V. 2  
VI. 1

IV. 9  
V. 6  
VI. 3

IV. 9  
V. 6  
VI. 3

IV. 9  
V. 6  
VI. 3

## **SIXTH GRADE**

## **DIRECTIONS TO SIXTH GRADE TEACHERS**

The advance lessons numbered 1 to 32 inclusive contain 640 new words. The supplementary list containing 80 new words is meant for schools which, because of the long term or for other reasons, finish the minimum list of words before the end of the year. The lessons marked R-1, R-2, R-3, R-4, are made up of 80 words in the fifth grade list which are most commonly misspelled by sixth grade children.

**Directions for Teaching.**—Read the preface and study with particular care the suggestions given on pages vii to xvi. It would be well also to read the suggestions given to teachers of the first five grades. Give particular attention to the correction of all written work.

Remember that the lessons are arranged by weeks rather than by days. The work for each week consists of one advance column and one review column. The review column in each case is the fourth column preceding the advance work. That is, it is made up of a week's work one month old. For example, column 5 contains 20 new words to be learned in one week. During the same week, column 1 should be reviewed. The lesson for the first week consists of column 1, which is the advance lesson, and of column R 1, which is the review.

R-1	R-2	R-3	R-4
fund	pattern	buying	advise
habit	caught	fee	collar
owing	writing	invoice	fever
parties	buyer	oblige	quarter
proof	couple	opened	to-morrow
pupil	forward	rough	its
quiet	gotten	scrap	hoping
sign	voting	aid	measure
until	minute	crazy	owing
barrel	needed	enclosing	level
clerk	question	greatly	obliged
color	sew	grip	putting
dealer	throw	loss	regard
handling	although	ought	touch
husband	ample	picnic	truly
model	quite	profit	weigh
parlor	breakfast	shown	loving
placing	delayed	break	crowd
though	feel	explain	further
account	fourth	shock	waste

## Standard Number of Errors

V. 5  
VI. 3  
VII. 1

V. 6  
VI. 4  
VII. 2

V. 7  
VI. 4  
VII. 2

V. 8  
VI. 5  
VII. 3

1	2	3	4
delivery	entering	improving	accept
election	dreadful	performed	herewith
continue	dwelling	crippled	attack
property	boarding	requesting	barrels
prospect	following	increasing	cactus
shipping	gentleman	investment	destroy
standard	perfectly	throughout	pepper
enjoying	Wednesday	explained	errand
properly	directory	addresses	flowers
visiting	intention	regulation	grower
relation	happened	containing	nicer
promised	reduction	furnishing	fabric
headache	attending	forwarding	lemon
required	countries	friendship	olives
gasoline	obtained	yourselves	peaches
nineteen	enjoyment	department	places
southern	expressed	Thanksgiving Day	mitten
frighten	presented	headquarters	regards
fourteen	extending	relationship	sandy
outlined	traveling	collections	cook

## Standard Number of Errors

V. 5  
VI. 3  
VII. 1

V. 5  
VI. 3  
VII. 1

V. 5  
VI. 3  
VII. 1

V. 5  
VI. 3  
VII. 2

5	6	7	8
polite	million	problem	wired
foggy	total	included	exact
samples	duties	private	humor
secured	payable	expected	issue
sections	cigar	advising	moral
severe	final	furnished	bury
melons	polls	foundation	royal
twelfth	carrier	geography	sunny
escort	worthy	companion	curly
buttons	pastor	location	appeal
cabbage	modern	directly	common
canyon	watched	progress	assist
consent	feature	refreshment	entire
insects	collect	extended	notify
jealous	jury	conversation	period
laundry	refused	promotion	burner
listed	ideal	adventure	caller
pickle	burden	expecting	concert
publish	fortune	protected	carbon
hinges	female	concluded	memory

## Standard Number of Errors

V. 5  
VI. 3  
VII. 2

V. 5  
VI. 3  
VII. 2

V. 5  
VI. 3  
VII. 2

V. 6  
VI. 4  
VII. 2

9	10	11	12
chilly	personal	encourage	hire
presume	reliable	factories	police
regular	absolute	inspector	berth
special	approved	neglected	due
advised	attended	ourselves	piece
arrived	commerce	president	loan
certain	consider	reception	firm
connect	honestly	situation	lose
justify	increase	instruction	ache
liberal	interest	collection	whose
musical	moderate	composition	fault
natural	prepared	connecting	passed
quality	suffered	connection	taste
baggage	charging	consideration	loose
bidding	resulting	construction	lime
educate	appointed	correction	wrap
happily	corrected	difference	terms
seasons	correctly	instructed	ditch
credits	dangerous	particular	loans
instruct	direction	departments	pity

## Standard Number of Errors

V. 6  
VI. 4  
VII. 2

V. 6  
VI. 4  
VII. 2

V. 6  
VI. 4  
VII. 2

V. 7  
VI. 4  
VII. 2

13	14	15	16
queer	important	debating	entirely
growth	prepare	gentlemen	automobile
tight	inquire	believe	effort
fare	item	attention	section
chief	lately	information	maybe
forced	beautiful	service	arrange
group	according	future	prompt
booth	depot	remember	addressed
ninth	forty	condition	recently
smooth	hospital	replying	promptly
guide	offered	interested	carefully
calm	hello	either	allow
scarce	channel	advantage	district
debts	favorable	different	promise
strict	February	general	instant
crew	curtain	therefore	surprise
fern	mentioned	regarding	mention
bass	using	arrive	education
billed	stayed	success	complete
braid	fairly	forenoon	neighbor

## Standard Number of Errors

V. 7  
VI. 4  
VII. 2

V. 7  
VI. 4  
VII. 2

V. 7  
VI. 4  
VII. 2

V. 7  
VI. 4  
VII. 2



17	18	19	20
alter	chapel	desired	tanning
reset	closet	domestic	weighed
gross	seldom	prepaid	hurried
trial	parent	furnace	minister
knows	refund	dentist	supplied
limit	cement	entitle	division
idle	custom	popular	conclude
towel	poetry	average	preacher
human	apiece	settled	visitors
amply	hereby	bedroom	complain
berry	seller	entered	constant
ankle	utmost	failure	current
ruin	approve	healthy	rendered
abroad	boarder	sixteen	director
manner	brokers	expects	shopping
retire	harmony	sweater	produced
tickle	sleeper	leading	creamery
govern	justice	ironing	exciting
potato	observe	wearing	blooming
garage	outlook	receive	cherries

## Standard Number of Errors

V. 7  
VI. 4  
VII. 2

V. 7  
VI. 4  
VII. 2

V. 7  
VI. 4  
VII. 2

V. 7  
VI. 4  
VII. 2

# SIXTH GRADE

61

21	22	23	24
remained	vacant	cases	assure
mountains	elope	aloud	easily
neighbors	insult	simply	recent
wondering	deem	cellar	effect
publisher	width	method	volume
agreeable	facts	tongue	system
machinery	hymn	sleigh	social
oversight	ideas	height	spirit
directors	remit	select	avenue
preparing	avoid	toward	author
addressing	rifle	violin	prayer
durable	drama	camera	excess
convention	adopt	wander	liquid
pertaining	bacon	occurs	search
considering	satin	fasten	hungry
reputation	motor	enable	others
permission	avail	secret	league
blackberries	arise	relief	surely
explaining	apron	parcel	highly
remembering	sweat	lively	compare

## Standard Number of Errors

V. 7  
VI. 4  
VII. 2

V. 8  
VI. 5  
VII. 2

V. 8  
VI. 5  
VII. 2

V. 8  
VI. 5  
VII. 2

25	26	27	28
engine	propose	citizen	adjusted
safely	efforts	capable	soreness
poison	thunder	applied	umbrella
desert	useless	courage	landlady
decent	possible	grammar	freshman
corset	cashier	prevail	position
gloomy	manager	expired	national
tomato	decided	affairs	circular
relating	absence	portion	purchase
theater	support	squeeze	relative
earnest	proceed	reunion	graduate
biggest	concern	journey	supplies
consist	neither	disturb	telegram
closely	limited	fearful	discounts
grocery	ability	gallery	commence
adopted	assured	instance	indicate
colored	attempt	addition	attached
tickled	avored	advanced	maintain
shipper	federal	attain	arranged
cabinet	funeral	confined	hesitate

## Standard Number of Errors

V. 8  
VI. 5  
VII. 2

V. 8  
VI. 5  
VII. 2

V. 8  
VI. 5  
VII. 2

V. 8  
VI. 5  
VII. 2

29	30	31	32
calves	attacked	invest	New York
choice	backward	lettuce	Chicago
clothe	commands	shipments	Philadelphia
stalk	carriage	mileage	Cleveland
debt	catarrh	questions	Detroit
doubt	combine	muslin	St. Louis
ghost	composed	nearest	Boston
guest	compared	chickens	Baltimore
laid	condemned	occurred	Pittsburgh
missed	consult	onions	Los Angeles
priced	culture	oppose	Buffalo
tract	details	eastern	Milwaukee
route	dismiss	pamphlets	Minneapolis
shipped	materials	partner	Newark
signed	fiction	persons	New Orleans
slight	goodness	persuade	San Francisco
style	forever	procure	Seattle
canned	careless	purple	Washington
course	granite	quarrel	Cincinnati
ere	sprinkle	scarcely	Portland

## Standard Number of Errors

V. 8  
VI. 5  
VII. 2

V. 9  
VI. 6  
VII. 3

V. 9  
VI. 6  
VII. 3

V. ( )  
VI. ( )  
VII. ( )

# 64 SUPPLEMENTARY LESSONS—SIXTH GRADE

S-1	S-2	S-3	S-4
accent	quinine	kodak	affect
members	railway	angel	ashore
counter	remains	burial	lemonade
affords	sailor	ceiling	attempts
bearing	session	offend	basement
Europe	solely	paragraph	behave
confine	subjects	proceeds	blister
garnet	suburb	quartet	bloomers
griddle	tackle	reasons	camping
hammer	tartar	diameter	caved
humble	wherein	sandwich	copied
induce	homely	suite	driving
judging	combined	surround	dropped
ignore	relate	suspect	dizzy
mixture	ditches	tour	dollars
outcome	forage	traveler	darkness
packers	grapevines	housekeeper	daytime
precious	lying	wholly	fallen
pronounce	major	vinegar	farmers
proposed	injury	carload	finely

## Standard Number of Errors

V. 9  
VI. 6  
VII. 3

V. 11  
VI. 8  
VII. 5

V. 11  
VI. 8  
VII. 5

V. 8  
VI. 5  
VII. 2

## **SUPPLEMENT WHICH CONTAINS CERTAIN RULES AND DEFINITIONS OFTEN TAUGHT AS A PART OF THE COURSE OF STUDY IN SPELLING**

As a part of the course of study in spelling, there is occasionally found a provision for word study and for teaching certain rules and definitions. The following supplement is added as a guide in schools which make such a requirement. Ordinarily such topics as derivation of words, root prefixes, suffixes, homonyms, antonyms, synonyms, and hyphens are taught, either as a part of composition or as a part of dictionary exercises.

The value of teaching spelling rules is still somewhat a matter of controversy, although the weight of experimental evidence seems to indicate that children do not profit from a study of the rules in spelling, as much as they profit from the same amount of time spent in the direct study of the important words covered by these rules. However, since some city and state courses of study require the teaching of the rules, it seems advisable to put the more important rules in this supplement.

An effort has been made to state these rules in the simplest manner possible, within the limits of accuracy. Great care has been taken, also, to tabulate, for each rule, the words frequently used in correspondence, which are exceptions.

The teacher should understand clearly that it is not the intention of the authors to have these rules take the place of the direct teaching of any word. Rather they are to be regarded as supplementary exercises. It is doubtful whether much attention should be given to rules before grade seven.

### **DERIVATION OF WORDS**

Often one word is built up from several words or syllables. The most important part of such a built-up word is called the root, or base. This root or base had an original meaning

which is usually clear, especially in purely English words, as in-side, happi-ness, etc. Many built-up or derivative words are from other languages. A few examples may help to illustrate:

1. international—Latin inter (between) plus nation (nation) plus al (pertaining to)—between nations, pertaining to intercourse between nations.

The root is "nation."

2. extraordinary—Latin extra (on the outside, out of) plus ordinarius (ordinary)—out of the ordinary, unusual.

The root is "ordinar."

3. provide—Latin pro (before) plus vid (to look or see)—to look before or ahead, to look out for in advance.

The root is "vid."

4. convention—Latin con (together) plus ven (to come) plus tion (act of)—act of coming together—meeting.

The root is "ven."

Many roots or bases are taken directly from the English:

1. out-come—act of coming out—that which comes out of something else—result.
2. in-side—inner side or surface.
3. cheer-ful—full of cheer.
4. happi-ness—state of being happy.

In studying these words, you may have noticed that something besides the root or base is needed to make the meaning clear. The other two parts which help to make up words are called prefixes and suffixes. These will be taken up separately.

## PREFIXES

A prefix is a word or syllable placed before another word, and so completely joined to it that it changes the meaning of the basic word.

**NOTE TO TEACHER:**—Have the pupils select in the lessons of your grade, words which have similar prefixes.

As you can see in the list below, the final consonant of a prefix has often been changed to make the pronunciation easier, but does not disappear when added to the stem. Thus, ad-cord became ac-cord, ad-fect became af-fect, etc.

Prefix	Definition	Illustration
ab (abs, a) .....	from, away .....	abandon
ad (ac, af, ag, al, an, ap, ar, as, at) .....	to .....	accommodate
ante .....	before .....	antecedent
circum .....	about, around .....	circumstance
com (co, col, con, cor) .....	with, together .....	compare, concert
de .....	from, down, away .....	desert, debate
dis (dif, de) .....	apart, not .....	dislike
ex (e, ef) .....	out, out of, away from, off, beyond .....	expect
extra .....	out of .....	extraordinary
in (ill, im, ir) .....	in, into, not, without .....	inside
inter .....	among, between, mutually .....	international
non .....	not .....	nonsense
per .....	through, by, for .....	perhaps
post .....	behind, after .....	postpone
pre .....	before .....	prevent
pro .....	forward, before, instead .....	provide
re .....	back, again, against .....	return
se .....	aside, apart, without .....	separate
sub (suc, suf, sug, sup, sur) .....	under, below, near .....	subject, succeed
super .....	over, above, beyond .....	superintendent
trans (tran, tra) .....	across, over, beyond, through .....	transfer, travel

## SUFFIXES

A suffix is a syllable or word which is added to the end of another word to change the meaning of the basic word.

NOTE TO TEACHER:—As the suffix is often closely connected with the root of the word, not much stress will be laid on learning suffixes by themselves. A few of the more common ones will be noted.



Suffix	Definition	Illustration
ful .....	with or full of .....	cheerful
less .....	without .....	careless, doubtless
ness .....	state of being .....	happiness
ly .....	like or like in manner....	happily
ment .....	act, state, a thing that...	development
some .....	act of being .....	lonesome

## HOMONYMS

A homonym is a word pronounced exactly like another, but differing from it in meaning. A few homonyms are spelled in the same way, as "weed," a garment, and "weed," a plant. Only a small group of the more common type will be given here.

**NOTE TO TEACHER:**—It has been deemed advisable to omit giving an extensive list of homonyms here. You may refer the pupils to the lists of homonyms which occur in the regular spelling lessons of the first five grades. For example, the following lists are among those which contain homonyms:—16 in grade I; 18, 19, 20, in grade II; 12 words in 28 of grade III; 32 in grade IV; etc.

Word	Definition	Sentence
1. flour .....	a fine meal of ground wheat or other grain.....	Mother uses flour in baking bread.
flower ....	a blossom .....	The rose is a beautiful flower.
2. no .....	not, not any .....	I have no work to do.
know ....	to understand .....	Do you know your lesson?
3. son .....	a male child; the male offspring of a parent, father or mother	John is my son.
sun .....	the heavenly body which produces the light of day.....	The sun rises in the east.

## SYNONYMS

Synonyms are words that have almost the same meaning. If you were to look up the simple words "cut" and "ask" you would find the following synonyms:

For "cut"—carve, lance, bite, dissect, snip, saw, slice, slit, slash, etc.

For "ask"—beg, crave, entreat, beseech, implore, move, plead, solicit, etc. No two of these synonyms mean exactly

the same thing, but they express different shades of the same meaning.

**Practice Exercises:** Find as many synonyms as you can for the following words:

best	effort	imagine	time	pleasure
decide	deceive	dark	form	public

Any lesson in the book may be used for an exercise in discovering synonyms.

### ANTONYMS

Words of opposite meaning are called antonyms. For example, black—white; big—little; and open—closed, are so named.

**Practice Exercises:** Try to think of antonyms for the following words:

cold	fat	in	new	sweet
come	front	large	poor	tall
dull	good	up	slow	wet
inside	high	long	spring	winter

### THE HYPHEN

Authorities differ in regard to the use of the hyphen. However, there are two rules which always hold good: (1). The hyphen is used to separate compound adjectives; (2). The hyphen is used to show, at the end of a line, that a word has been divided. (Such a word must be divided between syllables.) In other cases, when you cannot decide whether or not to use a hyphen, consult the dictionary used in your school. It is much less frequently used than formerly.

### RULES FOR SPELLING

#### I. Formation of Possessives

1. The following list is made up of words in the singular number. To form the possessive, add an apostrophe and "s."

horse's head	girl's dress	soldier's uniform	sheep's wool
man's coat	boy's shoes	child's laugh	sister's hat

2. The following list is made up of plural nouns that do not end in "s." To form the possessive, add an apostrophe and "s."

children's clothes	women's praise
men's shirts	gentlemen's plans

3. The following list is made up of plural nouns ending in "s."

To form the possessive, add only an apostrophe.

miles' walk

years' word

girls' clothing

pupils' attention

## **II. Treatment of the final consonant before a suffix**

1. The following list contains words of one syllable. Notice that each word ends in a consonant, and that in every word there is a single short vowel preceding it. In all such words, the final consonant is doubled before adding a suffix beginning with a vowel.

big—bigg(er) (est)

drop—dropp(ed) (ing)

stop—stopp(ed) (ing)

plan—plann(ed) (ing)

2. The following list contains verbs of more than one syllable. Each verb is accented on the last syllable, and ends in a single consonant preceded by a single short vowel. In such verbs, the final consonant is doubled before a suffix beginning with a vowel.

beginn(ing)

referr(ed) (ing)

occurr(ed)

forgott(en)

remit(ance)

## **III. Adding suffixes to words ending in "e"**

1. A word ending in silent "e" drops the "e" before a vowel, as:

come—coming

appreciate—appreciating

hope—hoping

vote—voting

serve—serving

2. When a suffix beginning with a consonant is added to a word ending in "e," the "e" is kept.

announce—announce-ment

hope—hope-ful

late—late-ly

care—care-less

lone—lone-some

3. "E" is retained to keep the soft sound of "c" and "g" before "a" and "o" as in notice—notice-able, and advantage—advantage-ous.

#### Exceptions:

Of the words commonly used in writing letters the following exceptions are to be made:

a. When a suffix beginning with a consonant is added to a word ending in "e":

(1) Only three words drop "e" before adding "ment": judgment, acknowledgment, argument.

(2) Only one word drops "e" before adding "ful": awful.

(3) Only three words drop "e" before adding "ly":

true—truly      due—duly      whole—wholly

b. When the last syllable of a word ends in "le," "ly" does not make a new syllable, as: probable—probably, possible—possibly, simple—simply.

(When "ly" is added to words ending in "l," both "l's" are retained, as: practical—practically, careful—carefully.)

#### IV. Treatment of the final "y"

1. To form the plural of a noun ending in "y" preceded by a consonant, change the "y" to "i" and add "es."

lady—ladies  
quantity—quantities  
quality—qualities

2. When a verb ends in "y" preceded by a consonant, change the "y" to "i" and add "es" to form the third person singular of the verb. To form the past tense of the verb, change the "y" to "i" and add "ed."

fry—fries      bury—buried  
cry—cries      carry—carried

3. When a word ends in "y" preceded by a vowel, form the plural by adding "s."

turkey—turkeys    chimney—chimneys    valley—valleys

4. When "y" is preceded by a consonant, change it to "i" before a suffix which does not begin with "i," as in business, readily, happiness, etc.

Retain "y" in such words as: hurrying, crying, living, etc.

## **V. Treatment and use of the apostrophe**

1. Put the apostrophe in the place of the absent letter or letters: aren't, don't, didn't, can't, I'll, etc.

2. Possessives of personal pronouns have no apostrophe, as: its, hers, ours, yours, etc.

## **VI. Irregular Plurals**

Some words ending in "f" or "fe" form their plurals by changing the "f" or "fe" to "v" and adding "es."

half—halves

knife—knives

life—lives

leaf—leaves

calf—calves

wife—wives

## **VII. Confusion of "ei" and "ie"**

NOTE TO TEACHER:—Experimental evidence does not seem to show that this rule is very effective, but if it is taught, the following presentation is recommended.

Whenever "i" and "e" occur together in one syllable, and are pronounced as "ē" or "ē," it is always "i" before "e" except after "c" (see). When sounded like "ā" it is always "e" before "i." Some have used the following jingle to help fix the rule:

"i" before "e"

Except after "c"

Or when sounded like "ā"

As in neighbor or weigh.

Four of the words most commonly used in writing letters are exceptions to these rules: neither, leisure, foreign, height.



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